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PLAINTIFFS'
EX. 52

Kansas Education Commission
(a strategic approach to reauthorization of the Elementary and Secondary Education Act)
A Commission of the Kansas State Board of Education

Introduction

On May 13, 2010, the Kansas State Board of Education authorized the formation of the Kansas Education Commission (KEC) to examine the framework for reauthorization of the Elementary and Secondary Education Act (ESEA). Reauthorization of ESEA, as outlined in the *Blueprint for Reform* released in March 2010, will set the direction for education in the United States for years to come. The Kansas Education Commission is the state's strategic approach to reauthorization and educational change.

The work of the Kansas Education Commission encompasses all components of the Kansas education system. It is the first time in many, many years (if not THE first time) that a review of the entire system of Kansas education has been attempted. It is an ambitious undertaking, but one that is deserving of our attention and dedication. Skeptics will be plenty. In fact, some have already expressed a belief that little, if nothing, will result from the work. It is incumbent upon the staff of the Kansas State Department of Education (KSDE) and the entire State Board of Education to ensure that these beliefs do not become reality. The work of the Commission is too important. Simply having the discussions with the various stakeholders will move the system forward. The recommendations emerging from the Commission will give clear and consistent guidance to the State Board of Education as the members set the direction for education in Kansas for years to come.

Membership

Member	Representing	Title & Location
Diane DeBacker	KSDE	Commissioner of Education
Marvin Estes	Board Appt - David Dennis	Superintendent, Winfield
Sue Givens	Board Appt - David Dennis	Superintendent, El Dorado
Steve Wyckoff	Board Appt - Ken Willard	Chief Innovation Officer, ESSDACK
Bill Hagerman	Board Appt - Ken Willard	Superintendent, Nickerson
Kelly Gillespie	Board Appt - Sally Cauble	Executive Director, SWPRSC
Cheryl Shepherd-Adams	Board Appt - Sally Cauble	Science Teacher, Hays
David Howard	Board Appt - Janet Waugh	Superintendent, Basehor
Cindy Lane	Board Appt - Janet Waugh	Superintendent, Kansas City
Steve Parsons	Board Appt - Jana Shaver	Superintendent, Chanute
George Abel	Board Appt - Jana Shaver	Asst Superintendent, Emporia
Kristen Archer	Board Appt - Sue Storm	Special Education Teacher, Shawnee Mission
Sheryl Spalding	Board Appt - Sue Storm	Kansas House of Representatives, Overland Park
Brian Pekarek	Board Appt - Kathy Marrin	Superintendent, Clifton Clyde
Sharon Berner	Board Appt - Kathy Martin	Director of LEAD, Manhattan Christian College
Tim Witsman	Board Appt - Walt Chappell	President, Wichita Independent Business Association
Alfred James	Board Appt - Walt Chappell	Treasurer, KS Geological Foundation Board
Sam Rabiola	Board Appt - Carolyn Campbell	Teacher, Free State High School- Lawrence
Robert McFrazier	Board Appt - Carolyn Campbell	Retired Superintendent - Topeka
Richard Spindle	Board Appt - John Bacon	President Emeritus - Mid-America Nazarene University
John Tompkins	Board Appt - John Bacon	Engineer/Secondary School Teacher - St. Thomas Aquinas in Olathe
Nancy Bolz	AdvancEd/NCA	Executive Director, AdvancEd/NCA - Wichita

Blake West	Kansas National Education Association (KNEA)	President, KNEA
Karen Godfrey	Kansas National Education Association (KNEA)	Vice President, KNEA
Rick Henry	Professional Standards Board (PSB)	Chair, PSB - Kingman
Linda Alexander	Private Institute of Higher Education (IHE)	Interim Dean, School of Education and Counseling, MidAmerica Nazarene - Olathe
David Hofmeister	Private Institute of Higher Education (IHE)	Director, Teacher Education Dept. - Southwestern College - Winfield
Jennifer Knorr	Governor's Office	Legislative Liaison/Energy Coordinator
Mary Ellen Welshhon	United School Administrators (USA)	Superintendent/K-12 principal Golden Plains
Steve Spichal	United School Administrators (USA)	Asst. Superintendent, Hiawatha
Jean Redeker	Kansas Board of Regents (KBOR)	Director- Academic Affairs, KBOR
Debbie Mercer	Kansas Board of Regents (KBOR)	Associate Dean, KSU, College of Education - Manhattan
Julie Doyen	Kansas Quality Performance Accreditation (QPA) Advisory Council	Co-chair, QPA Advisory Council Riley
Valdenia Winn	House Education Committee	House (ranking democrat) - KC
Jean Schodorf	Senate Education Committee	Chair, Senate Education Comm. - Wichita
Dan Yunk	KS Advisory Career & Technical Education (CTE)	Kansas Farm Bureau - Manhattan
Neeley Carlson	KS Advisory Career & Technical Education (CTE)	Kansas Restaurant & Hospitality Assoc. - Wichita
Debbie Lawson	Kansas Parent Teacher Association	President, Kansas Parent Teacher Association - Lenexa
Bob Voboril	Independent Schools Association	Superintendent of Schools for Catholic Diocese of Wichita
Gail Kuehl	P-20 Council	Owner, McDonalds - Hays, Russell, Wakeeny and Colby
Doug Penner	P-20 Council	KS Independent College Assoc. - Topeka
Eddie Estes	Postsecondary Tech Ed Authority	Western KS Manufacturing Association - Dodge City
Kathy Hund	Postsecondary Tech Ed Authority	Director of Workforce Training and Education - Topeka
Fred Patton	Kansas Association of School Boards (KASB)	President, Seaman USD 345 Board of Education - Topeka
John Heim	Kansas Association of School Boards (KASB)	Executive Director, Kansas Association of School Boards -Topeka
Aletha Rogers	Kansas Association of American Educators	Area Representative, KANA AE Topeka
Katherine Sprott	Midwest Equity Assistance Center/Technical Assistance Center	Coordinator of Professional Development - Manhattan
Kathy Kersenbrock-Ostmeyer	Special Education Advisory Council (SEAC)	Incoming Chair, SEAC -Oakley



Purpose

The purpose of the Kansas Education Commission will be to thoroughly examine the key priorities found in the *Blueprint* including:

1. College-and career-ready students, including:
 - a. Raising standards for all students;
 - b. Better assessments; and
 - c. A complete education.
2. Great teachers and leaders in every school, including:
 - a. Effective teachers and principals;
 - b. Our best teachers and leaders where they are needed most; and
 - c. Strengthening teacher and leader preparation and recruitment.
3. Equity and opportunity for all students, including:
 - a. Rigorous and fair accountability for all levels;
 - b. Meeting the needs of diverse learners; and
 - c. Greater equity.
4. Raise the bar and reward excellence, including:
 - a. Fostering a Race to the Top;
 - b. Supporting effective public school choice; and
 - c. Promoting a culture of college readiness and success.
5. Promote innovation and continuous improvement, including:
 - a. Fostering innovation and accelerating success;
 - b. Supporting, recognizing, and rewarding local innovations; and
 - c. Supporting student success.

Objectives

The Commission will thoroughly examine the key priorities found in the *Blueprint* in order to:

1. Recommend revisions to state statutes, regulations and/or policies to ensure that Kansas students are prepared for their next steps (e.g., the world of work and/or post-secondary education). Statutes, regulations and/or policies to be examined include, but will not be limited to:
 - a. Quality Performance Accreditation (QPA)
 - b. Teacher licensure regulations
 - c. School finance
 - d. Charter school statute
 - e. State accountability system in compliance with the ESEA
 - f. Data systems
 - g. Special education
 - h. Technical assistance provided to districts and schools
 - i. Virtual schools
2. Provide coherence to the discussions and work currently underway in various segments of Kansas education regarding the reauthorization of ESEA and the future of education in our state.
3. Allow for a smooth transition from the accountability system of No Child Left Behind to the new system as outlined in the *Blueprint for Reform*.



1. Subcommittee #1 - College and Career-Ready Students

The *Blueprint* calls for states to develop and adopt standards in English language arts and mathematics that will provide all students with college- and career-ready knowledge and skills by the time they graduate from high school. Kansas was one of 48 states involved in the Common Core Standards (CCS) initiative which resulted in a set of common standards in English language arts and mathematics released on June 2, 2010. While work on the CCS has been underway for over a year, the Kansas Education Commission will be charged with reviewing the standards and assisting KSDE staff in: 1) determining if the standards are appropriate for Kansas K-12 students and, if so, 2) what additional standards, if any, need to be added to fill in any gaps and also give the standards a Kansas flavor; 3) the most appropriate process for seeking adoption of the standards from the State Board of Education; and 4) assisting in determining what professional development will be necessary in order to ensure a smooth transition from the current standards to the CCS.

In addition to common standards, the *Blueprint* calls for the development and use of new generation assessments that are aligned with college- and career-ready standards, will better capture higher-order skills and provide more accurate measures of student growth in order to better inform classroom instruction and meet the needs of all students. Kansas is a member of the SMARTER/Balanced Consortium, a group of 30 states developing a conceptual framework for new generation assessments. This subcommittee of the Kansas Education Commission will discuss and make recommendations to the current state assessment system using the present model and the cutting-edge thinking of the SMARTER/Balanced Consortium.

Areas to be examined by the College and Career-Ready subcommittee included:

1. K-12 standards
2. Accountability systems, including:
 - a. State assessments in reading, math, science, history/government, and writing
 - b. Accountability system in compliance with the reauthorization of ESEA (currently known as No Child Left Behind); including a new system based on student growth
 - c. State accountability system for school accreditation (currently known as Quality Performance Accreditation)
3. Data systems

College and Career-Ready Students Subcommittee Members

Nancy Bolz (Co-chair)	Cheryl Shepherd-Adams
Tim Witsman (Co-chair)	Richard Spindle
George Abel	Steve Splichal
Neeley Carlson	Bob Voboril
Kathy Hund	Valdenia Winn
Brian Pekarek	Tom Foster (Advisor)
Sam Rabiola	

Historical Perspective

At the initial meeting of the KEC, the areas (as shown above) were thoroughly discussed. Since each of these topics were expansive in their breadth, the sub-committee conducted numerous webinars, held several meetings, and researched many articles and documents in an attempt to do justice to each. Additional topics of discussion were not generated.

Recommendations

The Career- and College-Ready subcommittee recommends the following:

1. **Recommendation:** Approve the Common Core Standards and include and expand the focus on the CTE/21st Century skills for the "Kansas 15%".
Rationale: The Blueprint is encouraging common and more rigorous standards. This will help ensure consistency of educational expectations and achievement in an increasingly mobile society. Numerous educational

constituencies have evaluated the standards and have found them to be more rigorous than the current Kansas standards. This is also supported by the *Innovations/Continuous Improvement Sub-committee* to facilitate increased student engagement via the inclusion of 21st Century/workplace skills. Further, the *Raising the Bar Sub-committee* supported the Kansas 15% focus on real world connections and 21st Century skills, particularly as it relates to Science, Technology, Engineering and Math (STEM). The *Raising the Bar Sub-committee* has a desired outcome that all Kansas students will be literate and numerate at an appropriate level.

2. **Recommendation:** Provide multiple testing opportunities determined by opportunity to learn.
Rationale: Multiple testing opportunities are available within the Smarter Balanced Assessment Consortium (SBAC) and additional summative assessments are unnecessary and reduce instructional time and use of technology for instruction. See also, the *Equity Sub-committee* recommendation on assessment of students.
3. **Recommendation:** If the Blueprint has flexibility in tested grades, facilitate testing that occurs at least once every three years (3-5, 6-8, high school) starting at 3rd grade for reading and math if students are meeting the standard (Example: Required testing at 3rd grade, the second assessment happens anytime in 4th-5th using that grade level assessment). Early (K-2) reading and math assessment options must be made available by KSDE, determined and used by the local district, and results reported to KSDE.
Rationale: Testing has created a loss of instructional time and use of technology for instruction. While student progress monitoring is still the expectation, this recommendation would reduce reliance on annual summative assessments. Also, the *Raising the Bar Sub-committee* supports authentic, performance-based assessments. The *Raising the Bar Sub-committee* has a desired outcome that all Kansas students will be literate and numerate at an appropriate level. The *Innovation/Continuous Improvement Sub-committee* recommended that funding must support mandates (required on-line testing).
4. **Recommendation:** Utilize the integrated assessments developed by the SBAC that are aligned with the Common Core Standards in reading and math.
Rationale: SBAC has the combined resources of 32 states and is aligning their tasks to the Blueprint (and will continue to do so as it evolves). The *Innovation/Continuous Improvement Sub-committee* recommended that funding must support mandates (required on-line testing). The *Raising the Bar Sub-committee* has a desired outcome that all Kansas students will be literate and numerate at an appropriate level.
5. **Recommendation:** With Kansas State Board of Education (KSBE) funding provided for the first administration of each, use the *Explore, PLAN, and either ACT, WorkKeys, or an end-of-pathway assessment (aligned with industry recognized certificates/certifications)* for accountability measures until the SBAC goes into effect. Should the SBAC be as powerful (creates comprehensive data for college and career ready) as anticipated, it would be the sole state assessment. However, if it is not or if the SBAC is not a gatekeeper for “end users” (KBOR, business/industry, colleges outside of Kansas), then maintain this package of testing to ensure relevancy. The ACT Series should include the four content categories. WorkKeys would include Applied Math, Locating Information, Reading for Information subtests which are used for national and Kansas career readiness certificates.
Rationale: It is uncertain whether the SBAC will provide enough information to determine whether a student is college/career ready. It may need additional assessments to supplement it. The *Innovation/Continuous Improvement Sub-committee* recommended that funding must support mandates (required on-line testing), as well as use of the ACT Series. The *Raising the Bar Sub-committee* has a desired outcome that all Kansas students will be literate and numerate at an appropriate level. The McPherson C³ Model also deserves serious consideration.
Info Only: Explore includes English, Math, Reading and Science. PLAN includes same 4 with two subtests in each English & Math.
6. **Recommendation:** Aggressively advocate that all “end users” (KBOR institutions, community and technical colleges, business/industry, colleges outside of Kansas, etc.) use the state assessment “package” for qualified admissions and hiring criteria. Additionally, implement a comprehensive transfer of credit system, and eliminate artificial barriers (i.e., “county service area rule”) to better serve students and Kansas taxpayers.

10

KEC000009

Rationale: Students are more likely to be motivated to do their best on state assessments if they are relevant for their college/career decisions. The *Raising the Bar Sub-committee* has a desired outcome to improve communication between KBOR institutions and P-12 community to ensure appropriate standards are in place and learning experiences are well-focused to foster student success. Each qualified student should have access to opportunities for early college credit (e.g., concurrent credit, Advanced Placement, International Baccalaureate).

7. **Recommendation:** Adopt a growth model that includes four levels of accountability (state, district, school, and student) with multiple (opportunity to learn) assessment opportunities. This includes both formative (cohort) and summative (program/building) data that demonstrates that students are on a trajectory to be college and career ready. “Multiple opportunities” means students have the opportunity to take the same summative assessment more than once and should include a requirement for participation by all students and subgroups. This includes creating an appropriate system to measure growth for severely cognitively impaired students within the accountability system.
Rationale: Schools and students need to have accountability measures on both the growth of individual students and the overall achievement of schools to ensure that they’re on a trajectory of graduating students who are college and career ready. The *Raising the Bar Sub-committee* has a desired outcome that all Kansas students will be literate and numerate at an appropriate level. See also, the *Equity Sub-committee* recommendation on assessment of students.
8. **Recommendation:** Provide a database that will interface with systems of local schools/district and other state(s) agencies to access comprehensive, historical student data. This includes supporting this process with resources to analyze data on a timely basis.
Rationale: This is required for more effective instructional decision-making for individual student progress.
9. **Recommendation:** Develop an integrated database in order to implement all KEC recommendations most effectively. This should include efforts to gather historical and “forward” data on exiting students six years out.
Rationale: This would facilitate systemic decision making.
10. **Recommendation:** Aggressively advocate that postsecondary institutions provide student success and satisfaction data to the sending school (in a standard reporting format that is mutually developed).
Rationale: This would facilitate systemic decision making.
11. **Recommendation:** Study the use of services of reputable outside accrediting agencies that use processes comparable to the state accreditation process.
Rationale: The Kansas Learning Network (KLN) study suggested that KSDE should focus on “partnerships with external groups that work directly with schools and districts on the improvement process, including high school redesign.” Further, as it relates to private schools, they have faced some hardships maintaining the requirements of KSDE accreditation and are not receiving funding for the requirements. The financial burden for taxpayers would be substantial should they fund the additional 40,000 students served by Kansas private schools. Private schools exercise a unique mission, chiefly religious, that KSDE is not currently equipped to measure or evaluate. Most other states do not accredit non-public schools in the same manner as public schools.
12. **Recommendation:** Provide communication and resources (time/human/finances/professional learning) to implement all KEC recommendations most effectively.
Rationale: This would ensure implementation is supported with information and resources to be most successful.
13. **Recommendation:** Re-examine the use of the quality criteria portion of Quality Performance Accreditation (QPA) monitoring for schools meeting the performance criteria, with the intent of providing resources to support increases in systemic capacity to engage in continuous improvement efforts.
Rationale: It doesn’t matter “how” schools meet performance requirements, however, monitoring quality criteria for schools not meeting the performance criteria with the intent to help them is critical.

11

KEC000010

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Timeline

The following numbers align with the recommendations:

1. Adoption of the Common Core Standards - Completed. Implementation is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
2. Multiple Testing Opportunities - Implementation is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
3. Tested Grade Level Flexibility - Implementation is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
4. Use of SBAC - Implementation is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
5. SBAC + Other Tests - Implementation should begin immediately. However, the duration is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
6. Assessment Advocacy - Begin immediately.
7. Growth Model - Implementation is completely relative to the timeline of the national initiative with expectations to take every advantage to allow districts/schools to be as prepared as possible.
8. Database - Begin now.
9. Integrated Database - Begin now.
10. Graduating Student Data - Begin now.
11. Outside Accrediting Agencies - Begin now.
12. Communication and Resources - Begin now.
13. Quality Criteria Monitoring - Begin now.

Fiscal Implications

The following numbers align with the recommendations:

1. Adoption of the Common Core Standards will require the state to determine the Kansas 15% and districts to realign curriculum, possibly purchase additional resources, and provide professional learning opportunities throughout the implementation.
2. Multiple testing will require districts to provide computer access on an ongoing basis and potentially assessment coordinators.
3. Tested Grade Level Flexibility - State level resources will not be needed, but districts will need human resources to plan. It could require fewer resources if schools choose not to take it.
4. Use of SBAC - Funding will be needed to ensure online testing requirements are met.
5. SBAC + Other Tests - Potentially no funding if SBAC goes into effect immediately; If ACT package is needed, funding for the first administration for students of all accredited schools.
6. Assessment Advocacy - Funding requirements include meeting expenses for college and business representatives, marketing, etc.
7. Growth Model - Depending on the "sanctions" for accountability, district/school support for those not making required growth.
8. Database - This is relative to the definition of "comprehensive" and what can be included in this data. However, this has considerable fiscal implications.

14

KEC000013

9. Integrated Database - This is relative to the other recommendations. However, this has considerable fiscal implications.
10. Graduating Student Data - Most fiscal implication would go to the post-secondary institutions, however, human resources (including travel expenses) to conduct meetings to plan it would be required.
11. Outside Accrediting Agencies - Initial resources (human and travel) would be needed to plan. Additional resources are relative to the plan.
12. Communication and Resources - Re-evaluation and re-alignment of current resources needs to occur first, with additional resources as needed.
13. Quality Criteria Monitoring - Online submission of quality criteria documents will be needed, along with human resources to potentially make site visits or conduct artifact review.

15

KEC000014



2. Subcommittee #2 – Great Teachers and Leaders in Every School

States will be charged with developing and implementing teacher and principal evaluation systems that identify highly effective teachers and principals based on student growth and other factors under the *Blueprint for Reform*. This will be mostly uncharted territory for Kansas. Teacher and principal evaluations systems are currently under the local control of the school districts. While it is not anticipated that a statewide evaluation system will be mandated in Kansas, it is expected that new models which incorporate student achievement and other factors will be provided and encouraged. Informing the work of this subcommittee will be the final reports of two previous commissions charged with examining teaching and leading in Kansas – the Kansas Educational Leadership Commission (accepted by the State Board May 2008) and the Teaching in Kansas Commission (accepted by the State Board December 2008). Both of these previous commissions provided a wealth of information and recommendations to assist the subcommittee in accelerating their discussions.

Also informing the work of this subcommittee will be the work of the National Governor's Association (NGA) Policy Academy on Teacher Compensation. Kansas was one of six states accepted into the Academy in 2009 and work has been underway since that time to develop a model teacher compensation system that differs greatly from the traditional salary schedule used by all districts in Kansas.

Areas to be examined by the Great Teachers and Leaders in Every School subcommittee included:

1. Recruitment of teachers and leaders
2. Preparation of teachers and leaders
3. Licensing of teachers and leaders
4. Evaluation of teachers and leaders
5. Equitable access to effective teachers and leaders in high-poverty, high-minority schools
6. Compensation of teachers including a value-added component

Great Teachers and Leaders in Every School Subcommittee Members

Linda Alexander (Co-chair)
Sue Givens (Co-chair)
Karen Godfrey
Rick Henry
David Hofmeister
Cindy Lane
Debbie Mercer
Steve Parsons
Pam Coleman (Advisor)

Historical Perspective

The group identified the following as *issues to address* in early meetings and initial reporting: commonly accepted standards; equitable measures of student achievement over time; 21st century learning and teaching; systems of professional growth opportunities; report and paperwork reduction; collaborative models; locally-driven culturally-responsive pedagogy; motivation/incentives; training requirements and availability; consistency and relevance of standards and measures; CTE articulation issues; sustained marketing initiatives; impact on retention; elevation of the profession; school finance; linked information data system requirements; preparation for addressing diversified student needs as well as college/career ready standards; articulation of interface between student teaching and induction; inter-rater consistency; possibility of earlier-onset training (perhaps in high school as a CTE component); strengthening clinical settings; local flexibility; challenge of converging the work of a large variety of initiatives, and the importance of developing a structure for review/adjustment of recommendations following reauthorization.

It was determined after broad discussion and convergence of resources, that three areas would emerge as critical for action: define and evaluate effective teaching and leading; provide equitable access to highly effective teachers and leaders, and; the compensation of teachers and leaders. It is for these three areas the group has made the following recommendations.

Recommendations

1. **Recommendation:** Determine statewide definitions of effective and highly effective teaching and leading, and statewide frameworks for evaluation; aligned with other state education initiatives/priorities and resulting in improved student achievement.
 - Appoint a standing commission representative of stakeholder groups, including parents and business, that:
 - Aligns the various teaching and leading initiatives currently in development to define effective and highly effective teaching and leading
 1. Recognizes and encourages professional growth and professional opportunities
 2. Establishes statewide parameters for classroom-comparable student achievement measures as a component of the definitions
 3. Parameters must have multiple measures of student achievement including 21st century skills
 4. Parameters must include multiple measures of teachers and leaders professional knowledge, skills and dispositions
 5. Disseminates aligned definitions to all stakeholders
 6. Insures the definitions are applied to all components of state initiatives/priorities
 - Establish frameworks for developing evaluation tools to be used at the local level for both teaching and leading
 1. Frameworks are aligned with the definition of highly effective teaching and leading
 2. Including toolkits of best practices
 3. Articulating statewide parameters for classroom-comparable student achievement measures as one of several components
- Insures ongoing alignment with the ESEA Reauthorization and state initiatives/priorities
2. **Recommendation:** Provide highly effective teachers and leaders in every school and every classroom
 - Annual marketing by KSDE based upon Teaching in Kansas Commission Image & Promotion deliverables
 - Potential tools – Kansas Career Pipeline, career fairs, www.changelivesteach.com, Work Keys, ACT Explore & Plan tests, social networking
 - Potential markets – IHEs, K-12, Workforce Development Centers, teaching candidates of diversity and hard-to-fill content areas
 - Support alternate preparation programs
 - Implement a repository of “Grow Your Own” Programs for teaching and leading
 - Enhance and market restricted licensing/endorsement options
 - Cultivate partnerships between IHEs and local districts for innovative alternate preparation programs
 - Support programs that utilize CTE education career cluster as a recruiting tool
 - Establishment of a communication network for Future Teacher Programs in Kansas high schools
 1. Investigate KNEA and Kansas State High School Activities Association (KSHSAA) as possible support for this strategy
 - Incentives for high school internship programs under CTE education career cluster
 - Align IHE teacher and leader preparation programs and state licensing with state effective and highly effective definitions (Reference *Recommendation 9*, College & Career Ready Subcommittee)
 - Utilize job-embedded professional growth opportunities to retain, retrain and develop highly effective teachers and leaders as evidenced by application of the evaluation frameworks
 - Provide equitable and adequate funding, statewide, to support the recruitment, retention and equitable access to highly effective teachers and leaders in every school and classroom
 - Provide resources for induction and mentoring programs that are aligned with the statewide definitions of effective and highly effective teaching and leading as evidenced by application of the evaluation frameworks
3. **Recommendation:** Develop models of compensation structures for teachers and leaders that support improved student achievement and encourage professional growth
 - Research models of differentiated compensation structures linked to the state definitions of highly effective teachers and leaders

- Identify incentives that could be incorporated locally (e.g., working conditions, career advancement, recognition, monetary)
- Identify weighting factors that could be incorporated locally (e.g., professional growth, service to the profession, additional leadership responsibilities, licensure levels)
- Disseminate a state repository of promising practice for differentiated compensation structures based upon the research and aligned with state definitions and evaluation frameworks for highly effective teaching and leading

Research

National Council for Accreditation of Teacher Education (NCATE) Continuous Assessment Review Committee (CARC) Standards, KSDE Program Standards, Educational Testing Services (ETS) Evaluation Project, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Interstate School Leaders Licensure Consortium (ISLLC) Standards, National Board Standards, 21st Century Skills, Performance assessments and teacher work samples, Teacher Leader endorsement pilot assessment, recognition program criteria, research on utilizing student achievement as a measure of effectiveness, KSDE Licensed Personnel Report Data, CTE Career Pathways, Teaching in Kansas Commission Report, Kansas Educational Leadership Commission Report, National Governor’s Association Policy Academy on Teacher Compensation.

Timeline

To be incorporated in KSBE strategic planning for FY12

Fiscal Implications

State funding remains a primary barrier to these recommendations. KSDE staff shortages, reductions in staff at the local district level, and the inability to support a comprehensive system of staff incentives are the most obvious. However, the work prescribed herein can be broached, nevertheless, and should be incorporated into any scope of work or restructure within KSDE.



3. Subcommittee #3 – Equity and Opportunity for all Students

Closing the achievement gap has been the focus of recent reform efforts and will continue to be in the reauthorization of ESEA. A stated goal of the *Blueprint* is to have all students graduating or on track to graduate ready for college and a career by 2020. States are being challenged to do more for the lowest-performing schools that have not made progress over time. All students are addressed in the proposed reauthorization including English language learners, students with disabilities, Native American students, homeless students, migrant students, rural students and neglected or delinquent students. Programs must be in place in all states to address the needs of all students. Resources must be allocated equitably and accountability will be of utmost priority.

Kansas has a strong foundation from which to build in this area. Great strides have been made in the past few years with the Multi-Tier System of Support (MTSS) and the Kansas Learning Network (KLN) to name a few of the initiatives. We are well on our way but more can be done. This subcommittee will be asked to review what is currently taking place to ensure equity and opportunity for all students and make recommendations on how to move us forward.

Areas to be examined by the Equity and Opportunity for all Students subcommittee included:

1. Special education
2. English Language Learners
3. Native American students
4. Homeless students
5. Students of migrant workers
6. Neglected or delinquent students
7. Rural education
8. Universal design, including the Multi-Tier System of Support (MTSS)
9. Technical assistance provided to schools and districts; i.e. Kansas Learning Network (KLN)

Equity and Opportunity for All Students Subcommittee Members

Kathy Kersenbrock- Ostmeyer (Co-chair)
Katherine Sprott (Co-chair)
Mary Ellen Welshon (Co-chair)
Kristin Archer
Sharon Berner
Eddie Estes
Robert McFrazier
Colleen Riley (Advisor)

Historical Perspective

For decades, educational equity has progression toward positive outcomes for all. Certain gains were made through historic legislation in the 1960's and 1970's allowing equal opportunities for a free and appropriate public education. In more recent years the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act has reinforced the concept that all students should have an opportunity to learn by mandating an accountability system that draws attention to the performance of students under a variety of demographics. And, with the reauthorization of the ESEA another opportunity is available to address areas where inequities continue to exist in meeting the needs of each student.

In reviewing the past the equity committee purports that the reauthorization of the ESEA should build upon the themes of high quality education for all with specific attention to *each* student and his or her ability to graduate or to complete a program making one ready for a post high school program (college or technical training) and career.

The committee in addressing the topic of equity for students struggled with ideas and recommendations concerning issues such as teacher tenure and curriculum standards. Due in part to the time constraints and the topic fit with other committees it was a consensus of the group to abandon those discussions. It remains the position of the committee that these topics should be addressed at some level with the Commission.

To reference the committee recommendations a process to determine a common framework was developed. All recommendations were conceived within the "Core Values and Guiding Principles" of the group.

Core Values:

Belief in the dignity and worth of each student
Each student has a right to quality learning experiences
Each student in America deserves a world-class education
Our nation's future lies in the education of each student
Every leader and teacher is responsible for each student's educational success

Guiding Principles:

ESEA must support requirements intended to foster equality of education opportunities for each student through:

- Supporting a well prepared education workforce
- Strengthening assessment and accountability for each student
- Strategies to create positive school reform systems that are coordinated and work in collaboration are implemented to improve student outcomes
- Meeting the needs of diverse students
- Greater equity in providing a fair chance to succeed

Recommendations

Supporting a well prepared education workforce

1. **Recommendation:** Implement policies that direct districts to develop opportunities for teachers to engage in collaborative work to enhance student learning.
2. **Recommendation:** Professional Development Standards focusing on 21st century skills are reflected in all Kansas IHE teacher preparation programs.
3. **Recommendation:** Professional Development Standards focusing on 21st century skills are reflected in all Kansas schools.
4. **Recommendation:** An equity review or audit will be conducted for educational entities at the building, district, and state levels.
5. **Recommendation:** Retain the High Objective Uniform State Standard of Evaluation (HOUSSE) Rubric for special education teachers, English for Speakers of Other Languages (ESOL) teachers, and those who teach core content subjects.
 - Implement regional support centers to facilitate teacher education in collaborative initiatives.
 - Develop Professional Development Standards and essential elements that will be reflected in all Kansas IHE teacher preparation programs.(i.e. teachers must possess technology tools and skills necessary to use technology in the classroom)
 - Transform IHE's to focus on school practice (ivory tower verses real practice opportunity)
 - *Hire* education has never been more important than it is today.
 - School environments must reflect the technology-rich world we live in. (ensure a cyber infrastructure for all schools and environments that reflect a technology-rich world)
 - Educate teachers and leaders in utilizing elements of universal design for diverse student populations.

Strengthening assessment and accountability for each student

1. **Recommendation:** Each student (demographic) is included in the assessment system.
2. **Recommendation:** A single uniform or carefully coordinated and balanced accountability process is used to gather common data from schools.
3. **Recommendation:** Achievement targets are realistic and in line with actual school practices.
 - Ensure each demographics assessment score is publicly reported in the same frequency and format as other students regardless of how they participated in the assessment.
 - Ensure that the elements of universal design in assessments include an inclusive test population; precisely defined constructs; accessible non-biased items; test that are amenable to accommodations; simple; clear and intuitive instructions and procedures; maximum readability and comprehensibility and maximum eligibility.
 - Develop data collection systems with common definitions, calendars, and processes for all entitlement programs. (i.e. IDEA, Title, ESEA, etc.).
 - Replace arbitrary proficiency targets with indexed achievement targets based on rates of success actually achieved by the most effective schools.
 - Assessments should investigate and or provide a comprehensive picture of each students school performance by moving from an overwhelming reliance on standardized tests to using multiple indicators of student achievement. (i.e. growth models, performance monitoring).
 - Determine that all level of diplomas or program completion (at an indexed rate) should be accepted for the purposes of accountability.

Strategies to create positive school reform systems that are coordinated and work in collaboration are implemented to improve student outcomes.

1. **Recommendation:** Regulatory and guidance documents use inclusive language. By changing references from "all" or "all students will" to "each " or "each student will" reflects a shift in focus from generalizations of groups to that of an individual student.
2. **Recommendation:** The Multi-Tier System of Support (MTSS) will be implemented with fidelity in Kansas public schools.
3. **Recommendation:** Technical assistance for all areas of entitlement will be available to Kansas schools.
4. **Recommendation:** Funding allocations are based on a formula that ensures sufficient resources to rural school districts.
 - A universal definition of rural will be developed to assist in program and funding initiatives. (i.e. funding distributions that recognize small schools interventions may be different than that used in urban areas)
 - The expansion of the definition of a high-need school district should include rural school districts in addition to high-poverty districts, recognizing the unique staffing needs and shortages of geographically isolated districts.
 - The current school funding formula was approved by the Kansas Supreme Court. Any changes should be able to pass a Supreme Court muster.
 - Any change in the school funding formula must ensure equalization for all students regardless of where they live.
5. **Recommendation:** Public funds should be focused on public school districts that are required to serve each student regardless of race, disability, income level, etc. and that face public accountability.(i.e. public dollars should not be used to fund private schools through vouchers or scholarships)
6. **Recommendation:** The vocational weighting in the school finance formula must be maintained since the majority of jobs will be in this area in the future. *HIRE* EDUCATION has never been more important than it is today.

7. **Recommendation:** Encourage the legislature to fund education at a level that ensures each student a high level of achievement. (i.e. weighted formulas necessary for equalization across Kansas-Special Education, ESOL, transportation, enrollment weighting, at-risk, vocational (technical), 4 year old at-risk)
8. **Recommendation:** Pay for Performance incentives are addressed with equity across learner demographics. (Carefully study any pay for performance incentives to avoid unintentional deterrents in recruiting or maintaining educators for diverse populations)
 - Update guidance documents and references to reflect the “each” student wording.
 - Increased agency support for MTSS as a means for every student to be successful.
 - Increase utilization of MTSS in all schools.
 - Increase opportunities for all schools to utilize KLN to improve school success.
 - Emphasize the importance of utilizing evidence-based strategies to make instructional decisions.
 - Determine and support effective strategies of co-teaching and other collaborative arrangements to ensure each student is provided with an opportunity to learn and to succeed.
 - Increase the use of cooperative learning approaches.

Meeting the needs of diverse students

1. **Recommendation:** Each student has access to a high quality Early Childhood Education.
2. **Recommendation:** Each student has access to a high quality Kindergarten experiences.
3. **Recommendation:** Instruction in language arts, social studies, science, technology and mathematics will receive intentional strengthening for diverse learners to align with standards for college and/or career readiness. (i.e. require educators (general, special, ELL, etc.) to possess a solid base of understanding of core content curriculum and, for example, stress the understanding of issues such as Algebra being a gatekeeper for post-secondary education and the importance of STEM strategies.
4. **Recommendation:** Maintain a strong leadership role in serving students with gifts and talents.
 - Provide intense support for students with high potential from “at-risk” and traditionally underserved backgrounds to close the achievement gap between the highest performing students from traditionally underserved populations and their more advantaged peers through targeted initiatives and incentives.
 - Increase funding for programs 3 to 5 year old programs.
 - Support the availability of highly qualified early childhood educators.
 - Support the availability of early childhood programs regardless of demographics.
 - Ensure that preschool curriculums are based on Early Childhood Standards and support developmentally appropriate practices.
 - Maintain a focus on collaborative partnerships with other programs (i.e. Head Start, Early Head Start, Parents As Teachers, Special Education, Healthy Start, Migrant, etc.)
 - Lower mandatory school attendance to age 5 and promote acceptance of all age eligible students.
 - Fund full day kindergarten.
 - Ensure all educators acquire skills and dispositions of culturally responsive/relevant education.

Greater Equity in provided a fair chance to succeed

1. **Recommendation:** Educators will validate frame of references, experiences and cultural knowledge to make learning encounters relevant and effective.
2. **Recommendation:** Schools will demonstrate a commitment to family involvement and the family’s role in supporting high achievement and post-school results.
3. **Recommendation:** Educators will recognize that positive school climates and a sense of belonging for each student is fundamental for school success.

- Develop strategies for recruiting and retaining quality educators from diverse backgrounds.
- Identify actions that adversely affect student achievement through the school improvement process.
- Family engagement in their student’s educational experience is critical in improving the culture of the building and student performance/achievement. Research supports this regardless of socioeconomic, racial, ethnic or educational background.

Research

2010: Early Childhood Development

ACSD October 5, 2010

A guide for people who teach. Thousand Oaks, CA: Corwin Press

Campaign for High School Equity: Rockefeller Philanthropy Advisors

Center for Rural and Small Schools

Courageous Conversation about Race by Glenn Singleton and Curtis Linton

Council for Exceptional Children Reauthorization Recommendations March 2010

Culturally Proficient Leadership by Raymond Terrell and Randall Lindsey

Educational Equity Review Manual (Iowa Department of Education)

Educating Leaders 2006 (Levine)

Educating School Teachers report 2006 (Levine report)

<http://www.equityassistancecenters.org/>

Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice.* New York, NY: Teachers College Press.

Horowitz, Sheldon H. (2007). *Exceptional Children: Navigating Learning Disabilities and Special Education: Redshirting: A “Moving” Experience.* Children’s Voice

Kansas Educational Leadership Commission 2008 recommendation 4

Kansas Equity Plan: Ensuring and Minority Students are not taught at higher rates than other children by inexperienced, unqualified or out of idled teachers. 2009-2010

Kansas Enrichment Network Public Agenda Strategic Session July 2010

Lindsey, R., Karns M., & Myatt K. (2010). *Culturally proficient education: An asset-based response to conditions of poverty* Thousand Oaks, CA: Corwin Press.

Moses, R.P & Cobb, C.E., Jr. (2001). *Radical equations: Math literacy and civil rights.* Boston, Massachusetts: Beacon Press. (Algebra research)

McRel Changing Schools: Ready Set Teach, 2010

McRel The Future of Schooling: Educating America in 2014

National Alliance for Secondary Education and Transition
Robins, K., Lindsey, R., Lindsey, D., & Terrell, R. (2006). *Culturally proficient instruction*.

"Redshirting: A Moving Experience." National Center for Learning Disabilities

State of American Children Report 2010: Family Structure State of American Children Report

State of American Children Report 2010: Family Structure State of American Children Report

Teaching in Kansas Commission 2008 report.

Terrell, R., & Lindsey, R. (2009). *Culturally proficient leadership: The personal journey begins within*. Thousand Oaks, CA: Corwin Press.

Using Equity Audits to Create Equitable and Excellent School by Linda Skrla, Kathryn McKenzie

What Every Principal Should Know about Cultural Leadership by Jeffery Glanz

Timeline

Most recommendations and strategies suggested by the committee can be initiated immediately. In some instances the recommendations pose a change in federal program data management. In these situations KSDE is encouraged to work with the U.S. Department of Education to pursue improved coordination of programs.

Fiscal Implications

Education funding remains a primary barrier for implementation of any new programs or initiatives. Personnel shortages at the state and local level will undoubtedly hinder implementation of many recommendations. However, a majority of recommendations can be embedded within processes currently in place.



4. Subcommittee #4 – Raise the Bar and Reward Excellence

“Race To The Top” has become the mantra of the reauthorization of ESEA. This includes providing incentives for excellence by encouraging states and local districts to work together on ambitious reforms. The greater use of competitive grants was designed to give flexibility to states and districts to develop and change policies and practices to improve outcomes for all students. Under this area, reauthorization will focus on effective public school choice including high-performing public charter schools and other schools, such as magnet schools, to support local communities and expand opportunities for students. Increasing access to college-level, dual credit and other accelerated courses is also an emphasis in this area.

Kansas has had charter schools since the mid-1990’s. Notification of the grant award is expected in late summer. Among others, a main focus of this subcommittee will be to examine the public school options for students in Kansas. This is also the subcommittee that will address the current school accreditation system known as Quality Performance Accreditation (QPA).

Areas to be examined by the Raise the Bar and Reward Excellence subcommittee included:

1. Science, Technology, Engineering and Math (STEM) opportunities
2. Literacy plan for the state
3. Access to challenging high school curriculum including college-level classes, dual credit, advanced placement, International Baccalaureate and other accelerated courses
4. Qualified Admissions and how these align with high school curriculum
5. Graduation requirements
6. 21st Century skills

Raise the Bar and Reward Excellence Subcommittee Members

Marvin Estes (Co-chair)
Blake West (Co-chair)
Kelly Gillespie
Alfred James
Doug Penner
Jean Redeker
Aletha Rogers
Dan Yunk
Julie Ford (Advisor)

Historical Perspective

This report to the Kansas Education Commission by the “Raise the Bar – Rewarding Excellence” subcommittee is submitted following numerous meetings, communications, and excellent discussion from each of the subcommittee members. The recommendations that follow represent, to the best of our abilities and efforts to produce, the changes that we feel will improve education in the state of Kansas for all K-12 students. Although many of the recommendations already exist in our public schools, a statewide emphasis is needed to ensure that crucial resources are available to every student and that desired teaching and learning environments are supported in all Kansas public schools.

To Raise the Bar, the state must raise the level of expectations of each of the stakeholder groups. This includes students, teachers, parents, support staff, school board members, business and industry, communities, legislators and government officials and the entire education system. The State Board of Education and the Kansas Legislature must recognize their role in this process and take the necessary actions to assist in successful implementation of these recommendations. Every PreK-12 Kansas student must be actively engaged in a comprehensive and challenging curriculum. Every aspect of the so-called basic skills of education, the higher order thinking skills, recognition of the need for continued and continuous education and training, an individual career/education plan, and the goal of each student becoming a productive, independent, and engaged citizen must be included in a comprehensive plan.

An existing model, such as that developed by the Partnership for 21st Century Skills, is recommended as a roadmap to assist the state in organizing and establishing such a curriculum plan. Implementing the road map must be supported by changes in teacher preparation and professional development, teaching and learning, and student assessment. It must be accompanied by financial, legal, and political support from the state in order to accomplish the plan. The plan must allow for a system of meaningful assessment of student learning evaluation, measuring what matters, charting growth, providing data to help educators better meet the needs of individual students and for systemic improvements over time. Finally, recommendations must be implemented with the flexibility that will create a system responsive to meeting each student’s needs and not merely the next bureaucracy of testing and shallow so-called accountability.

Each of the following recommendations is accompanied with strategies we believe will significantly contribute to achieving our vision for raising the bar and improved learning and teaching in schools. Citations offered with each recommendation provide background, supporting research, and examples of potential actions at work in schools and districts. Our committee also acknowledges that the short time frame for our work, provided, at most, a chance to scratch the surface of the ongoing and systemic focus needed for work to create 21st century schools. We offer these recommendations as a good start, but also believe that ongoing, deep conversations among all interested constituencies are needed well into the future to guide implementation and to continue to craft our vision for raising the bar for public education in Kansas.

Recommendations

1. **Recommendation:** Establish a challenging and comprehensive K-12 curriculum for every Kansas student, core subjects including the arts and infused with 21st century themes and 21st century skills.

We believe the Common Core Standards, recently endorsed by the Kansas State Board of Education, are crafted with flexibility that must be utilized throughout Kansas to accomplish this infusion.

“The goals of increasing thinking and reasoning ability are old ones for educators. But these goals were part of the high literacy tradition; they did not, by and large, apply to the more recent schools for the masses. Although it is not new to include thinking, problem solving, and reasoning in *someone’s* school curriculum, it is new to include it in *everyone’s* curriculum. It is new to take seriously the aspiration of making thinking and problem solving a regular part of a school program for all of the population . . . It is a new challenge to develop educational programs that assume that all individuals, not just an elite, can become competent thinkers.” (Education and Learning to Think – National Research Council)

- Infuse 21st Century Skills throughout a rigorous and broad core curriculum. Partnership for 21st Century Skills framework: http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120
Assessing 21st Century Skills <http://www.learning.com/21st-century-skills-assessment/>
21st Century Skills, An Overview <http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf>
Iowa 21st Century Skills Curricula <http://dangerouslivirelevant.org/2009/03/21st-century-curricula.html>
The Intellectual and Policy Foundations of the 21st Century Skills http://www.p21.org/route21/images/stories/epapers/skills_foundations_final.pdf
- Develop and implement requirements for teacher preparation and resources for professional development that emphasize 21st century skills, project based teaching, learning, and assessment. Ensure that the 21st century skills framework is not merely about the content of what students need to know and be able to do, but also how teachers work to create learning environments that foster the development of 21st century skills. Professional Development for Teachers: <http://www.p21.org/documents/ProfDev.pdf>



Project-Based Learning: An Overview

- Create a system of both local and state authentic assessments. Healthier Testing Made Easy: The Idea of Authentic Assessments <http://www.edutopia.org/healthier-testing-made-easy>
Making a Case for Comprehensive Assessments <http://www.edutopia.org/urban-academy-video>
 - KSDE and KBOR establish a joint task force to study both graduation requirements, comparability of credits across districts, and admissions standards for regents' colleges in order to provide a consistent, fair, and coherent system to guide students regardless of districts to successful graduation and preparation for admission to their chosen path for post-secondary careers and learning opportunities. (Task force should include both P-12 teachers and administrators, KSDE and KBOR representation)
2. **Recommendation:** Improve coordination among K-12 education, post K-12 education institutions, business and industry.
- Utilize collaboration between P-12 schools and post-secondary education institutions to strengthen qualified admissions requirements for state universities while also providing multiple pathways for P-12 graduates to pursue post-secondary learning through community colleges, technical colleges, and other trades and careers. Task force wants pickier admissions for University of Kansas. <http://www.kansan.com/news/2010/aug/31/taskforce-wants-pickier-admissions/2news>
Kansas University and Kansas State University ratings on the U.S. News and World Report rankings of Universities on acceptance rate, retention rate, and graduation rate. <http://www.21stworld.com/news/2010/aug/18/ratings-insight/>
 - Provide seamless coordination among K-12, state universities, independent colleges and universities, and technical colleges/community colleges to ensure opportunities and flexibility for students to pursue programs of study regardless of (current) geographic service areas; North Carolina technical schools coordination with Private technical schools/industry – a model for Kansas? <http://www.technical-schools-guide.com/north-carolina-technical-schools.html>
Technical College System of Georgia – A model for Kansas? <http://www.tcss.edu/fordualcredit.php>
 - Strategy: Establish a program coordinated through KSDE to connect Kansas business, industry, and science resources to K-12 schools. Such a program would include: speakers available to schools, field trips for school groups, externship programs for teachers to gain experiences they can bring into classrooms, and a database of authentic project ideas linking Kansas curriculum with hands-on learning opportunities.
 - Strategy: Establish a task force (including P-12 educators, business, industry, community colleges, technical colleges, trade unions, and four-year colleges) to ensure increased collaboration, to promote effective transfer and articulation policies and agreements, and provide seamless access to post-secondary programs and career opportunities.
3. **Recommendation:** Ensure equity and access for all students – quality education opportunities for all students regardless of race, gender, or geography –
- Provide high tech access (free internet, distance learning, on-line courses, etc.) access for every community and student in Kansas; Indiana Department of Education Statewide Internet Service – A model for Kansas? <http://telecommunicationnews.net/2010/02/17/indiana-department-of-education-selects-ena-as-statewide-internet-access-service-provider/>
See also the goals of the U.S. Department of Education in its National Education Technology Plan (released November 2010): <http://www.ed.gov/technology/netp-2010>
 - Provide access to higher level courses such as: Regent's Qualified Admissions Precollege Curriculum, AP courses, on-line courses, college dual credit courses, International Baccalaureate, etc. Colorado On Line Learning – A model for Kansas? <http://www.col.k12.co.us/schools/index.html>
AP Courses On line – A model for Kansas? http://www.collegedata.com/cs/content/content_getinarticle_tmpl.html?articleId=10029
IBDP On Line or Through Kansas Public Universities on line. A model for Kansas? http://en.wikipedia.org/wiki/IB_Diploma_Programme

35

KEC000029

- Increase Access to science, technology, engineering, and mathematics (STEM) courses through summer and after school programs, competitions, and meaningful contact with high tech industry and business for students and teachers; Collect, organize and communicate to all school districts information about existing STEM program opportunities and means by which students across the state might take advantage of them. Teaching Institute for Excellence in STEM. <http://www.tiesteach.org/current-projects.aspx>
DLC: Science, Technology, Engineering and Mathematics – Beginning for Kansas? http://www.dlc.org/ndol_ci.cfm?keid=139&subid=273&contentid=254375



Transformed by Technology: High Tech High Overview

4. **Recommendation:** Improve the system-wide monitoring of student performance
- Compare Kansas student performance directly with international student performance;



Big Thinkers: Linda Darling-Hammond on Becoming Internationally Competitive

- Expect favorable comparisons with “like” states on Common Core Standards;
 - Embrace Common Core Standards for all 21st Century Skills with world class expectations and benchmarking of student performance;
 - Analyze feedback concerning graduates of K-12 schools by receiving student performance feedback from post high school educational institutions and employers of graduates;
 - Utilize state assessments, in coordination with locally-developed assessments, which emphasize authentic demonstrations of important learning, provide multiple opportunities for students to demonstrate learning, and offer students multiple modes of assessment. See Edutopia’s essay on testing by James Popham: <http://www.edutopia.org/f-for-assessment> and [Assessment: a 21st Century Skills Implementation Guide: http://p21.org/documents/p21-stateimp_assessment.pdf](http://www.edutopia.org/assessment-a-21st-century-skills-implementation-guide)
5. **Recommendation:** Reward Excellence utilizing the best available research on human motivation and the learning needs of students and educators.
- The structure of Kansas Schools will reward excellent performance by students, schools, and educators in ways that encourage positive learning communities, continuous learning and engagement by all; replace the existing system currently so focused on sanctions, labeling and punishments.
 - Encourage and provide participation in student academic competitions (e.g. science fairs, math fairs, QUEST, Odyssey of the mind, robotics and technology competitions, etc.)
 - Award scholarships, loan forgiveness for student who excel in targeted areas;
 - Utilize report from Teaching in Kansas Commission regarding professional compensation and evaluation along with emerging research on best practice in human motivation; Teaching In Kansas Commission Final Report: <http://www.ksde.org/Portals/0/Licensure%20Documents/Final%20Report%20TKC%201.09.09.pdf>
Economic Policy Institute Briefing Paper on teacher evaluation: http://epi.3cdn.net/b9667271ee6c154195_t9m6ijj8k.pdf

36

KEC000030



Daniel Pink interview with American Association of School Administrators about his book on human motivation, Drive: <http://www.youtube.com/watch?v=cqxCyW-pz6c>
Daniel Pink highlights his book, Drive with animated notes.

<http://www.youtube.com/watch?v=u6XA PnuFJc&feature=related>

- Utilize report from KELC to foster excellence in leadership at all levels, in all schools in Kansas; Kansas Educational Leadership Commission – see the final report: <http://www.ksde.org/Default.aspx?tabid=1988>

Timeline

To be incorporated in KSBE strategic planning for FY12

Fiscal Implications

State funding remains a primary barrier to these recommendations. KSDE staff shortages, reductions in staff at the local district level, and the inability to support a comprehensive system of staff incentives are the most obvious. However, the work prescribed herein can be broached, nevertheless, and should be incorporated into any scope of work or restructure within KSDE.



5. Subcommittee #5 – Promote Innovation and Continuous Improvement

In order to support, recognize and reward local innovation, the creation of fewer, larger, more flexible funding streams will be a focus of this subcommittee. The proposed reauthorization promises greater flexibility, fewer restrictions on blending funds from different funding streams and less red tape. Also included in this area is a call for states to comprehensively redesign the school day, week, or year in order to promote schools as the center of their communities partnering with community organizations. New models to keep students safe, supported and healthy both in and out of school will be a key priority.

Areas to be examined by the Promote Innovation and Continuous Improvement subcommittee will included:

1. Recognizing and scaling up successful programs
2. Fewer, larger, more flexible funding streams
3. Comprehensive redesign of the school day, week and year
4. Safe schools
5. Healthy schools
6. Engaging communities
7. Student engagement
8. Virtual schools

Promote Innovation and Continuous Improvement Subcommittee Members

Bill Hagerman (Co-chair)
Julie Doyen
John Heim
David Howard
Jennifer Knorr
Gail Kuehl
Debbie Lawson
Fred Patton
Sheryl Spalding
John Tompkins
Steve Wyckoff
Brad Neuenswander (Advisor)

Historical Perspective

The Innovation and Continuous Improvement Sub-Committee was given the task, “In order to support, recognize, and reward local innovation the creation of fewer, larger, more flexible funding streams will be the focus of this sub-committee. The proposed reauthorization promises greater flexibility, fewer restrictions on blending funds from different funding streams and less red tape.” To address this idea the sub-committee discussed funding formula concepts with superintendents and some other constituent groups that address the diverse needs, wealth, and student population, of districts by having fewer, potentially larger, and more flexible funding streams.

- Issues that Emerged from Focus Groups:
 - Current funding formula for school finance is complex, and is driven by statute.
 - What does transparency in the budgeting process mean?
 - Current funding formula has some flexibility regarding how money is spent.
 - What “funds” in school district budgets could be combined, what funds cannot or should not be combined – Be careful what you wish for (comment from research).
 - Extra-curricular/co-curricular expenditures vs. the value to student’s overall educational experience.

A second area of focus was discussed and suggestions were made to improve student success - preparing for their next steps in life - through innovative educational experiences that will substantially increase authentic student engagement in their own learning

- Issues that Emerged from Discussions and Research:
 - According to the 2009 Gallup Student Poll National Report, “half of students are either going through the motions at school or are actively undermining the teaching and learning process.” The resulting student boredom is not a desired outcome of our educational system.
 - Increasing core curriculum requirements may reduce more relevant course offerings for many students such as courses in the arts and CTE courses.
 - Current metrics used for measuring student success and student achievement do little to inform districts on student engagement or student success in preparing for their future next steps.
 - Other metrics that reflect student success in areas such as that are not reported for Adequate Yearly Progress purposes are mostly ignored or are under-emphasized.
 - Efforts to increase and measure student engagement is not just a high school issue. Efforts should begin in late primary or middle school.

A third area of focus discussed and suggestions were made to support work being done to improve family and community engagement to support students. This topic, although a very important one, was not one that the subcommittee spent much time on because there wasn’t enough time. To adequately address this area, community members, businesses and parents needed to have an opportunity to add input. Additional work and time is needed.

- Issues that Emerged from Discussions:
 - Students who most need support from parents are the ones who get the least parental support.
 - Parents who don’t seem to support their students may have good reasons for being unavailable.
 - Some parents don’t feel welcome in the school building.
 - Parents hear from school when there is a problem – their child is in trouble.
 - Communities and businesses are asked to support school fundraising multiple times each school year for many different reasons.

Recommendations

1. **Recommendation:** When laws are passed then funding required to comply with the law should be provided. The Kansas Constitution requires that a suitable education be provided. Whatever laws that are passed regarding education funding should comply with this requirement.
2. **Recommendation:** Funds that result from specific taxing sources such as Bond and Interest and Capital Outlay should be kept separate. Some funding must be used for its intended purpose such as Capital Outlay, Bond and Interest, and Federal Funds.
3. **Recommendation:** Districts’ needs across Kansas are very different. “One Size Does Not Fit All” when it comes to use of funding. Flexibility in the use of funding could be accomplished by allowing some funds to be combined. E.g. General Fund, Supplemental General (LOB), Vocational, At-Risk, 4 Year-old At-Risk, Bilingual, Drivers Ed., and others, could be combined so that districts could address what they determine the needs are of their students.
4. **Recommendation:** Determine what programs are needed to serve students and then determine the cost, rather than determining how much we are willing to spend and then deciding how we are going to educate our students. Cost studies have been done and are available.
 - Compliance and Accountability is not the same thing. By having so much “accountability” because districts and school boards are not trusted to do what is needed for students, laws that are supposed to create accountability actually require more compliance.
 - Accountability costs money, especially when it translates into compliance to prove that the district is doing the “right thing.”
 - School and district administrators universally support extra-curricular/co-curricular activities, and see value for students. Research is clear that students that are involved in activities are more highly engaged in their education, and tend to do better academically.

- Funding that supports these activities therefore, should be part of the general operation of the school but decisions regarding how funding is spent and for what programs or activities should be locally decided.
5. **Recommendation:** Students should begin the process of career exploration and planning sooner rather than later and develop and implement a meaningful career plan through the use of the Kansas Career Pipeline; Explore, Plan, ACT; or some other similar instrument.
 6. **Recommendation:** The addition of a metric that measures authentic student engagement would help teachers and administrators have an additional meaningful tool of whether a student sees relevance to his/her learning. Using the state assessment scores in reading and math, along with either attendance or graduation rate, is not adequate to measure student success.
 7. **Recommendation:** Support the approved Common Core Standards by the Kansas State Board of Education.
 8. **Recommendation:** Support the inclusion of 21st Century Skills and Work-Place Skills in the Kansas version of the Common Core Standards.
 9. **Recommendation:** The Kansas Education Commission continue to work on prioritizing what the critical issues in education are, across the state, by surveying citizens, educators, and business and industry.
 10. **Recommendation:** KSDE and KBOR collaborate to rewrite the content requirements for qualified admissions standards so that:
 - They are not required to be included in a course but rather as a standard to be mastered in any context.
 - Mastery of the standard is validated by a teacher licensed in the content area.
 - The standards are written in applied language so that educators and students alike understand the real-world application of the standard.
 11. **Recommendation:** External funding sources such as community foundations or other non-profit organizations may be used to assist with extra-curricular/co-curricular activities or other locally determined priorities or needs. Efforts could be better coordinated through the foundation concept.
 12. **Recommendation:** Support the efforts of the Kansas Parent Information Resource Center and encourage districts and communities to use this resource.

Resources

2009 Gallup Student Poll National Report

Superintendent Councils at Regional Education Service Centers: ESSDACK, South Central Education Service Center, Greenbush ESC – Girard, Greenbush ESC – Topeka.

Profiles of the 21st Century Learner and 21st Century Learning Environment
Common Core Standards

Kansas Qualified Admissions for the Kansas Regents Universities

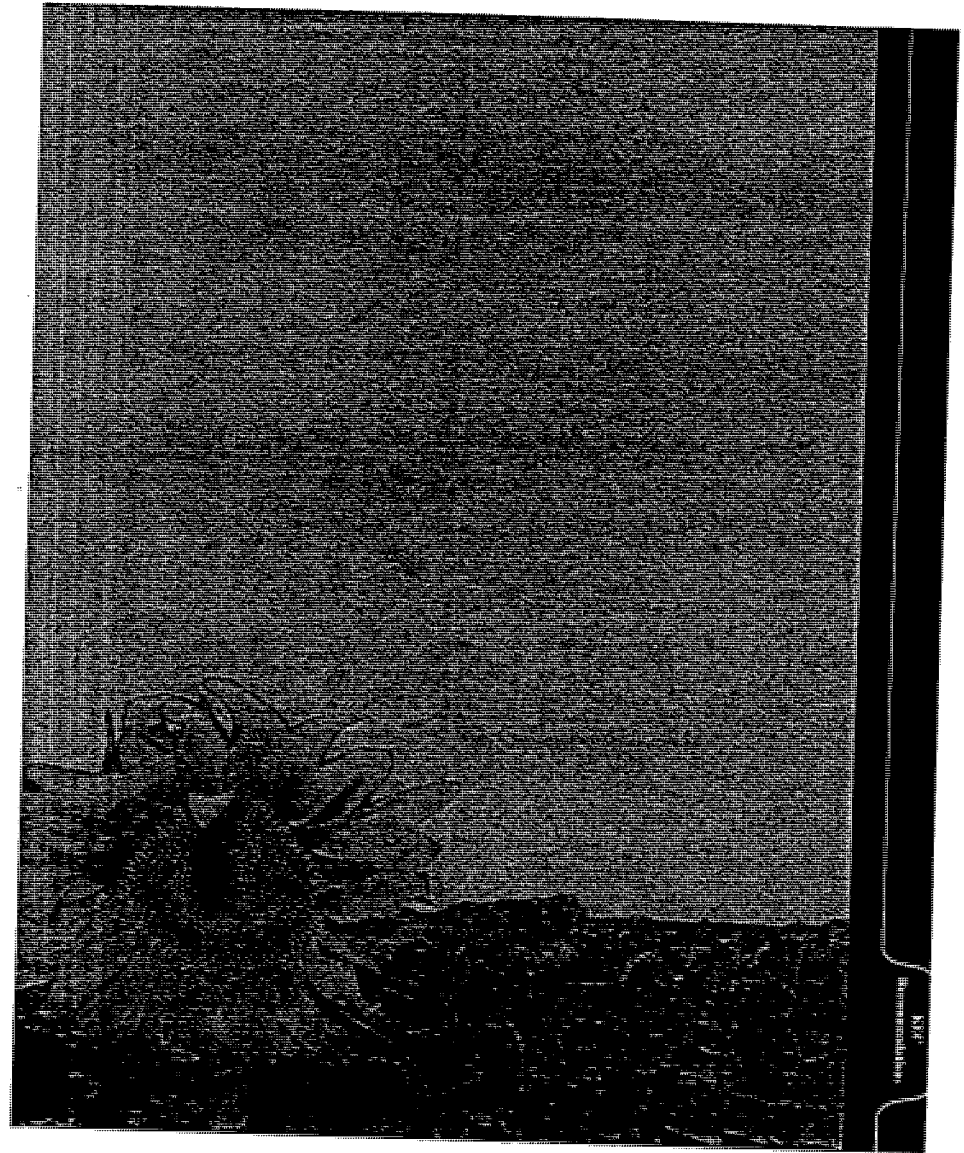
Kansas Parent Information Resource Center – KPIRC

Timeline

To be incorporated in KSBE strategic planning for FY12

Fiscal Implications

State funding remains a primary barrier to these recommendations. KSDE staff shortages, reductions in staff at the local district level, and the inability to support a comprehensive system of staff incentives are the most obvious. However, the work prescribed herein can be broached, nevertheless, and should be incorporated into any scope of work or restructure within KSDE



KEC Recommendations

Recommendations	Subcommittees				
	College-and Career-Ready Students	Great Teachers and Leaders In Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
1. Approve the Common Core Standards and include and expand the focus on the CTE/21 st Century skills for the "Kansas 15%".	✓			○	○
2. Provide multiple testing opportunities determined by opportunity to learn.	✓		○		
3. If the Blueprint has flexibility in tested grades, facilitate testing that occurs at least once every three years (3-5, 6-8, high school) starting at 3 rd grade for reading and math if students are meeting the standard.	✓		○		○
4. Utilize the integrated assessments developed by the Smarter Balanced Assessments Consortium (SBAC) that are aligned with the Common Core Standards in reading and math.	✓			○	○
5. With KSBE funding provided for the first administration of each, use the Explore, PLAN, and either ACT, WorkKeys, or an end-of-pathway assessment (aligned with industry recognized certificates/certifications) for accountability measures until the SBAC goes into effect.	✓			○	○
6. Aggressively advocate that all "end users" (Kansas Board of Regents Institutions, community and technical colleges, business/industry, colleges outside of Kansas, etc.) use the state assessment "package" for qualified admissions and hiring criteria. Additionally, implement a comprehensive transfer of credit system, and eliminate artificial barriers (i.e., "county service area rule") to better serve students and Kansas taxpayers.	✓			○	○
7. Adopt a growth model that includes four levels of accountability (state, district, school, and student) with multiple (opportunity to learn) assessment opportunities. This includes both formative (cohort) and summative (program/building) data that demonstrates that students are on a trajectory to be college and career ready.	✓		○	○	

KEC000037

Recommendations	Subcommittees				
	College-and Career-Ready Students	Great Teachers and Leaders In Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
8. Provide a database that will interface with systems of local schools/district and other state(s) agencies to access comprehensive, historical student data.	✓				
9. Develop an integrated database in order to implement all KEC recommendations most effectively. This should include efforts to gather historical and "forward" data on exiting students six years out.	✓				○
10. Aggressively advocate that postsecondary institutions provide student success and satisfaction data to the sending school (in a standard reporting format that is mutually developed).	✓				
11. Study the use of services of reputable outside accrediting agencies that use processes comparable to the state accreditation process.	✓				
12. Provide communication and resources (time/human/finances/professional learning) to implement all KEC recommendations most effectively.	✓				○
13. Re-examine the use of the quality criteria portion of Quality Performance Accreditation (QPA) monitoring for schools meeting the performance criteria, with the intent of providing resources to support increases in systemic capacity to engage in continuous improvement efforts.	✓				
14. Determine statewide definitions of effective and highly effective teaching and leading, and statewide frameworks for evaluation; aligned with other state education initiatives/priorities and resulting in improved student achievement.		✓			
15. Provide highly effective teachers and leaders in every school and every classroom.		✓			

KEC000038

Recommendations	Subcommittees				
	College and Career-Ready Students	Great Teachers and Leaders in Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
16. Develop models of compensation structures for teachers and leaders that support improved student achievement and encourage professional growth.		✓			
17. Implement policies that direct districts to develop opportunities for teachers to engage in collaborative work to enhance student learning.			✓		
18. Professional Development Standards focusing on 21st century skills are reflected in all Kansas Institutes of Higher Education teacher preparation programs.	○		✓		○
19. Professional Development Standards focusing on 21st century skills are reflected in all Kansas schools.	○		✓		○
20. An equity review or audit will be conducted for educational entities at building, district, and state levels.			✓		
21. Retain the High Objective Uniform State Standard of Evaluation (HOUSSE) Rubric for special education teachers, English for Speakers of Other Languages (ESOL) teachers, and those who teach core content subjects.			✓		
22. Each student (demographic) is included in the assessment system.	○		✓	○	
23. A single uniform or carefully coordinated and balanced accountability process is used to gather common data from schools.	○		✓		
24. Achievement targets are realistic and in line with actual school practices.	○		✓		
25. Regulatory and guidance documents use inclusive language.			✓		
26. The Multi-Tier System of Support (MTSS) will be implemented with fidelity in Kansas public schools.			✓		

3

KEC000039

Recommendations	Subcommittees				
	College and Career-Ready Students	Great Teachers and Leaders in Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
27. Technical assistance for all areas of entitlement will be available to Kansas schools.			✓		
28. Funding allocations are based on a formula that ensures sufficient resources to rural school districts.			✓		
29. Public funds should be focused on public school districts that are required to serve each student regardless of race, disability, income level, etc. and that face public accountability.			✓		○
30. The vocational weighting in the school finance formula must be maintained since the majority of jobs will be in this area in the future.			✓		
31. Encourage the legislature to fund education at a level that ensures each student a high level of achievement (i.e. weighted formulas necessary for equalization across Kansas-Special Education, ESOL, Transportation, enrollment weighting, at-risk, vocational (technical), 4 year old at-risk).			✓		○
32. Pay for Performance Incentives are addressed with equity across learner demographics.		○	✓		
33. Each student has access to a high quality Early Childhood Education.			✓		
34. Each student has access to a high quality Kindergarten experiences.			✓		
35. Instruction in language arts, social studies, science, technology and mathematics will receive intentional strengthening for diverse learners to align with standards for college and/or career readiness.			✓		
36. Maintain a strong leadership role in serving students with gifts and talents.			✓		
37. Educators will validate frame of references, experiences and cultural knowledge to make learning encounters relevant and effective.			✓		

4

KEC000040

Recommendations	Subcommittees				
	College-and Career-Ready Students	Great Teachers and Leaders in Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
38. Schools will demonstrate a commitment to family involvement and the family's role in supporting high achievement and post-school results.			v		o
39. Educators will recognize that positive school climates and a sense of belonging for each student is fundamental for school success.			v		
40. Establish a challenging and comprehensive K-12 curriculum for every Kansas student, core subjects including the arts and infused with 21st century themes and 21st century skills. We believe the Common Core Standards, recently endorsed by the Kansas State Board of Education, are crafted with flexibility that must be utilized throughout Kansas to accomplish this infusion.	o			v	o
41. Improve coordination among K-12 education, post K-12 education institutions, business and industry.				v	
42. Ensure equity and access for all Students – quality education opportunities for all students regardless of race, gender, or geography.				v	
43. Improve the system-wide monitoring of student performance.	o		o	v	
44. Reward excellence utilizing the best available research on human motivation and the learning needs of students and educators.				v	
45. When laws are passed then funding required to comply with the law should be provided.			o		v
46. Funds that result from specific taxing sources such as Bond and Interest and Capital Outlay should be kept separate.					v

KEC000041

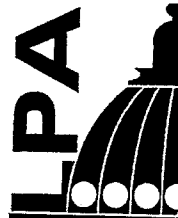
Recommendations	Subcommittees				
	College-and Career-Ready Students	Great Teachers and Leaders in Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	Promote Innovation and Continuous Improvement
47. Flexibility in the use of funding could be accomplished by allowing some funds to be combined so that districts could address what they determine the needs are of their students.					v
48. Determine what programs are needed to serve students and then determine the cost, rather than determining how much we are willing to spend and then deciding how we are going to educate our students.					v
49. Students should begin the process of career exploration and planning sooner rather than later and develop and implement a meaningful career plan through the use of the Kansas Career Pipeline; Explore, Plan, ACT; or some other similar instrument.	o			o	v
50. The addition of a metric that measures authentic student engagement would help teachers and administrators have an additional meaningful tool of whether a student sees relevance to his/her learning.					v
51. Support the approved Common Core Standards by the Kansas State Board of Education.	o			o	v
52. Support the inclusion of 21st Century Skills and Workplace Skills in the Kansas version of the Common Core Standards.	o			o	v
53. Recommend that the Kansas Education Commission continue to work on prioritizing what the critical issues in education are, across the state, by surveying citizens, educators, and business and industry.	o				v

KEC000042

Recommendations	Subcommittees				Promote Innovation and Continuous Improvement
	College and Career-Ready Students	Great Teachers and Leaders in Every School	Equity and Opportunity for all Students	Raise the Bar and Reward Excellence	
<p>54. Recommend/support KSDE and KBOR collaborate to rewrite the content requirements for qualified admissions standards so that:</p> <ol style="list-style-type: none"> 1. They are not required to be included in a course but rather as a standard to be mastered in any context. 2. Mastery of the standard is validated by a teacher/licensed in the content area. 3. The Standards are written in applied language so that educators and students alike understand the real-world application of the standard. 	O			O	V
<p>55. External funding sources such as community foundations or other non-profit organizations may be used to assist with extra-curricular/co-curricular activities or other locally determined priorities or needs. Efforts could be better coordinated through the foundation concept.</p>					V
<p>56. Support the efforts of the Kansas Parent Information Resource Center and encourage districts and communities to use this resource.</p>			O		V

V= subcommittee that made recommendation
O=connection with other subcommittee

11/30/10



Legislative Post Audit Performance Audit Report Highlights

K-12 Education:
Efficiency Audit of the Concordia School District

Highlights

Report Highlights

July 2010 10PA06.1

Audit Concern

Officials from the Concordia School district requested an efficiency audit to help them identify ways they could reduce costs without affecting the education they provide to students.

Other Relevant Facts for Question 1

The Concordia school district is located in north-central Kansas and includes portions of Gould, Republic, and Jewell counties.

The school district had about 1,050 full-time equivalent students for the 2009-10 school year.

For 2009-10, the district employed about 185 staff, including 94 full-time equivalent certified teachers.

Estimated Potential Cost Savings as a Result of This Audit:

\$ 236,000 per year

AUDIT QUESTION 1: Could the Concordia school district achieve cost savings by improving the management of its personnel, facilities, or other resources?

AUDIT ANSWER and KEY FINDINGS:

- We identified several opportunities for the district to operate more efficiently and reduce costs. A few of the options would result in cutting teaching positions, which clearly can affect the ways in which instruction is provided.

However, given the State's economic condition, many districts are already facing cuts for existing staff. We've tried to identify ways the district could make more targeted cuts which could lessen the impact on their ability to provide high-quality instruction. These opportunities are summarized in the accompanying figure on the next two pages.

- The most significant area in which the district potentially could reduce its costs involves combining existing class sections at the high school, and filling those classes closer to set capacities. In all, the district could save about \$190,000 per year by making the necessary changes.
- Another opportunity involves moving the preschool to the elementary school. The district may be able to save about \$12,000 per year by relocating these and other students to different classrooms.
- Other areas where the district might be able to make changes to reduce its costs include: restricting the use of district-paid cell phones (savings of \$6,500); analyzing whether it is cost-effective to continue a policy of guaranteeing certain employees four hours of overtime per week (savings of \$11,500); taking a look at the use of its supplemental contracts (savings of \$14,500); and making better use of the district's business procurement card (savings of \$1,800).

We Recommended

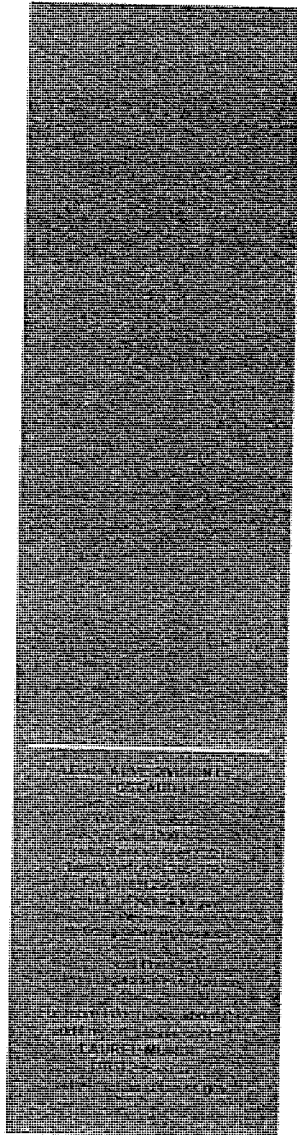
We recommended the Concordia school district develop a systematic efficiency-management process to help it identify opportunities to improve the efficiency of its operations.

We made several recommendations to the Concordia school district to address the cost savings opportunities identified in this audit.

Agency Response: In general, district officials agreed with our findings. Several ideas will be submitted to the local school board for consideration.

Summary of Areas Identified for Improved Efficiencies and Estimate of Savings	
Potential Area for Achieving Cost Savings and Improving Efficiency	Estimated Annual Savings
Student Instruction	
Filling and Combining Existing Class Sections at Concordia Senior High School Potentially Could Save At Least \$190,000 – For the 2010-11 school year, the district is moving from a block schedule to a traditional schedule, and is increasing each teacher's workload from five classes to six per year. Though the district would need fewer teachers to teach the same number of class sections, officials agreed not to cut teaching positions to get the change approved by the teachers. If in addition to moving to a traditional schedule, the district filled its classes closer to its own set capacities, the district potentially could save \$114,000 because it would need fewer teachers. If it also combined sections for the lowest-enrollment classes, it could save an additional \$76,000.	\$190,000
Facilities	
Moving its Preschool Potentially Could Save the District About \$12,000 Each Year – Currently, the Lincoln building, a former elementary school, houses the district's preschool program. To make room for the district's preschool program at the district's current elementary school, district officials said they could move the sixth grade classes to the junior/senior high building, and move the fourth grade classes to the current fifth/sixth grade building. This would create enough space at the elementary school to accommodate the preschool, potentially allowing the district to save about \$12,000 annually.	\$12,000
Taking Steps to Reduce or Defray Utility Costs in Its Buildings Potentially Could Save Money – While the district has upgraded its climate control systems and taken steps to make its buildings more energy efficient, we noted more things the district could do. District officials said the district hasn't done an energy efficiency review in the past five years. The district potentially could save money by reviewing its energy usage, and by implementing energy conservation policies, like timers on lights, energy savings options on computers, and limiting the number of personal appliances.	(a)
Personnel	
Paying Stipends for Cell Phones and Limiting the Number of Them Potentially Could Save \$6,500 – The district paid about \$9,900 during the 2009-10 school year for 22 cell phones. If the district paid reasonable stipends and limited the number of staff eligible for stipends (giving them to staff who might need to be contacted outside of regular business hours, like the Superintendent or Transportation Director), it potentially could save \$6,500. The amount of savings might be affected by any reimbursement the district receives from participating in the E-Rate program, a federal program which reimburses schools for communications costs. In this audit, we didn't have time to fully pursue this issue.	\$6,500
Hiring a Full-Time Staff Member to Reduce the Need for Custodial/Maintenance Overtime Potentially Could Save \$11,500 – The district guarantees four hours of overtime per week for custodial and maintenance staff to try to reduce staff turnover. It paid an average of \$54,000 per year in overtime for custodial and maintenance employees over two years. If the district hired a full-time staff member, it potentially could save \$11,500 per year in overtime costs.	\$11,500
Offering Fewer Supplemental Contracts Potentially Could Save At Least \$14,500 – For the 2010-11 school year, the district has contracted to pay its staff \$290,000 in supplemental pay for time they spend outside the classroom on activities like coaching sports teams or advising yearbook. This is less than the \$430,000 it spent during the 2009-10 school year. Although this doesn't make these activities more efficient—the decision to cut supplemental contracts is really a policy issue—the district potentially could save money by cutting supplemental pay by another 5%, or a total of \$14,500, though it may need to renegotiate its contract with its teachers to do so. Other options which could result in greater savings include eliminating positions from the most expensive activities based on costs per student (\$17,000) or based on the amount paid out per supplemental contract (\$20,000).	\$14,500
Business Processes	
Automating Paper-Driven Processes Potentially Could Save Money – Recently the district has taken several steps to eliminate paper processes, including using electronic deposit for payroll, and using an electronic time-keeping system, as well as eliminating paper newsletters to patrons. However, the district still relies heavily on paper for many of its administrative functions, including payroll registers, bill paying, and human resources. If it relied less on paper and used electronic processes such as electronic storage and electronic bill-pay, it could save staff time, paper, postage, and storage space.	(a)

Summary of Areas Identified for Improved Efficiencies and Estimate of Savings	
Potential Area for Achieving Cost Savings and Improving Efficiency	Estimated Annual Savings
Business Processes-Continued	
Modifying its Existing Purchasing Practices Potentially Could Save Money – The district does limited bulk purchasing through a local service center, but doesn't pair with neighboring districts to do joint purchasing for other items, like diesel fuel. Doing so potentially could save the district money.	(a)
Maximizing the Use of Business Procurement Cards Potentially Could Save \$1,800 – The district uses procurement cards, but doesn't receive a cash-back rebate. We estimated the district could have received at least \$1,800 in cash-back rebates in each of the past two years if it used a procurement card with a cash-back rebate, and then used that procurement card for purchases from vendors that accept it.	\$1,800
Competitively Purchasing Workers Compensation Insurance Potentially Could Save Money – The district spent about \$46,000 on workers compensation in 2008-09, but it hasn't shopped around for or bid out its workers compensation insurance in the past few years. The district might be able to get a better price for its insurance by soliciting bids or competitively shopping for another insurance provider.	(a)
Transportation Services	
Bidding Out Vehicle Maintenance Potentially Could Save Money – The district spent an average of \$86,000 on bus and vehicle parts and labor over the past two years. The district doesn't competitively shop for repairs; instead, district officials told us they use a local repair shop. If the district competitively shopped for the parts or labor costs, it potentially could save money.	(a)
Analyzing the District's Needs for Bus Route Planning and Competitively Shopping Based on Those Needs Potentially Could Save Money – District officials said they are looking for new bus route planning software to replace its older software. The district should do a cost-benefit analysis to determine whether it's more cost-effective to purchase software or to do the planning manually.	(a)
Implementing Controls for District Vehicles Potentially Could Save Money – Several district vehicles are assigned to staff who are allowed to take the vehicles home. Currently, the district doesn't have controls in place to ensure that the vehicles are used solely for district purposes.	(a)
Competitively Purchasing Vehicle Fuel Potentially Could Save Money – The district has spent an average of \$90,000 per year on vehicle fuel over the past two years. The district has one unleaded gasoline bulk tank at its central bus facility, but no diesel fuel tanks. District officials told us they don't competitively bid the diesel fuel. Instead, the district uses one local station because the station is near the central bus facility, and because the bus drivers are able to navigate the stalls more easily. Officials said they are considering replacing its bulk unleaded tank with a bulk diesel tank. It potentially could save money by doing this, or by negotiating for a lower rate with its fuel providers.	(a)
Information Technology	
Using Virtualized Computers Potentially Could Save Money – Virtualized computers allow a single computer to be configured to simulate multiple computers, cutting down on hardware costs. District officials told us they had several virtualized computer network servers at the middle and junior/senior high schools, but no virtualized computers. Officials said they were interested in virtualizing computers at the elementary and middle schools in the future. Because high school students have their own laptops, virtualization isn't possible. The district should explore virtualization as an option before it purchases new computers for those buildings.	(a)
Phasing Out Individual Printers and Replacing Them with Networked Printer/Copier Units Potentially Could Save Money – The district is in the process of phasing out older and less efficient individual printers for staff and has a lease agreement on centralized copy machines already. Setting a deadline by which the individual printers would be removed from buildings potentially could save money on a more immediate basis.	(a)
TOTAL	\$236,300
(a) Because of time constraints, we were unable to quantify the potential savings for this area.	
Source: LPA's review of the Concordia school district's budget data, staffing levels, enrollment, and physical characteristics of buildings, along with a review of best practices.	



**DO YOU HAVE AN IDEA FOR
IMPROVED GOVERNMENT EFFICIENCY OR COST SAVINGS?**

If you have an idea to share with us, send it to ideas@lpa.ks.gov, or write to us at the address shown. We will pass along the best ones to the Legislative Post Audit Committee.